DOCUMENT RESUME

ED 292 905 UD 026 072

TITLE Guidelines for Mini-Grants: Child Nutrition, Dropout Prevention, E.C.I.A. Chapter 1, E.C.I.A. Chapter 2, Exceptional Children, JTPA Migrant Education.

INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE 87

NOTE 49p.; Some pages printed on colored paper.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academically Gifted; Ancillary School Services; Dropout Prevention; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Grants; Migrant Education; Nutrition; *Program Development; Program Guides; *Program Proposals; Resource Materials; School Funds

IDENTIFIERS Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; Job Training Partnership Act 1982

ABSTRACT

This manual provides guidelines for submitting proposals for mini-grants distributed in North Carolina to school administrative units for implementation of nationally validated programs from the National Diffusion Network in the following areas: (1) child nutrition; (2) dropout prevention; (3) Education Consolidation and Improvement Act (ECIA) Chapter 1; (4) ECIA Chapter 2; (5) exceptional children; (6) Job Training Partnership Act; and (7) migrant education. Selection of grant recipients is on the basis of competitive proposals. Included in the manual are the following: (1) guidelines for submitting proposals in each area; (2) instructions for preparation of proposals; (3) forms to be completed; (4) sample proposals; and (5) other pertinent information. Each section is color-coded for easy reference. (BJV)

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Guidelines for MINI-GRANTS

- CHILD NUTRITION
- DROPOUT PREVENTION
- E.C.I.A. CHAPTER 1
- E.C.I.A. CHAPTER 2
- EXCEPTIONAL CHILDREN
- JTPA
- MIGRANT EDUCATION

Support Services Area

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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INTRODUCTION

For the third year, funds are available through the Support Services Area to provide Mini-Grants to school administrative units for the implementation of nationally validated programs from the National Diffusion Network (NDN) in the following areas: Child Nutrition, Dropout Prevention, ECIA Chapter 1, ECIA Chapter 2, Exceptional Children, JTPA, and Migrant Education. This program is being continued and expanded since grants implemented during the past year proved to be a cost effective way to use our limited federal funds and receive beneficial results for teachers and students.

Selection of grant recipients will be on the basis of competitive project proposals which must be received by October 26, 1987. School administrative units interested in applying may submit either an individual proposal or a joint proposal with one or more additional systems for each of the seven funding sources. The funding period will be December 3, 1987 through June 30, 1988.

Included in this manual are guidelines for submitting proposals in each area, instructions for preparation of proposals, forms to be completed, sample proposals and other pertinent information. Each section has been color-coded for easy location.

Many opportunities for expanding and strengthening programs for more effective schools are being made possible through these Mini-Grants. School administrative units are encouraged to review the manual carefully for areas that may be beneficial to their school system.

Theodore R. Drain
Assistant State Superintendent
Area of Support Services

CHILD NUTRITION MINI-GRANTS

PURPOSE

The purpose of the Child Nutrition Mini-Grant initiative is to provide supplemental funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network in the area of nutrition education.

ELIGIBILITY

A school administrative unit may submit an individual proposal or a joint proposal with one or more additional school units. If an SAU submits a joint proposal as part of a consortium, the application will constitute the one project submission for that SAU.

FUNDING

Funding for a Child Nutrition Mini-Grant depends on the availability of funds as determined by Congress through authorization of the Nutrition Education and Training Program. The funds awarded for each grant will range from $2,000-$4,500. Projected funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultation fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect cost may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for the Child Nutrition Mini-Grants will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the regional center. A team of readers will be used to independently evaluate and rate each of the applications. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit (SAU's) at Summer Leadership Institute
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposals from SAU to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's begin planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919 733-7037).

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

Cover Sheet
Narrative - Items II-V
Form I - Operational Plan
Form II - Budget

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

DROPOUT PREVENTION MINI-GRANTS

PURPOSE

The purpose of the Dropout Prevention Mini-Grant initiative is to provide supplemental funds for school administrative units (SAU) to adapt exemplary programs from the National Diffusion Network which meets the unique needs of their at-risk students. Quality instruction and services in early identification, at-risk counseling, parental involvement, assessment and basic/remedial education are top priorities for this program.

ELIGIBILITY

Any school administrative unit may submit an individual proposal. The Mini-Grant may only fund programs and services to identified at-risk students.

FUNDING

Funding for Dropout Prevention Mini-Grants will range from $2,000-$4,500 per grant. Funds will be the ECIA Chapter 2, which may be used to support those expenses recommended by the demonstration project as being essential to implement the major component of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system not to exceed one-fourth of the total grant. Instructional materials and supplies essential for the initial training and implementation costs are to be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect costs may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for the Dropout Prevention Mini-Grant will begin December 3, 1987. The final date for obligation of grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A selection committee will be used to independently evaluate and rate each of the applications. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit's (SAU's) at Summer Leadership Conferences
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposal from SAU to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's being planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712, (919 733-7037)

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

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SEND PROPOSALS TO:
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N.C. Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR DROPOUT PREVENTION

MINI-GRANTS

1. EARLY IDENTIFICATION

Data collection/surveys/observations have indicated that early identification is a strong component of the dropout prevention challenge. Programs designed for this purpose are essential to the overall dropout prevention plan.

2. PARENTAL INVOLVEMENT

Parental involvement is critical to the educational success of at-risk students. It also provides lines of communication by which needs may be identified and cooperation may be enlisted in improving performance and attendance of students.

3. AT-RISK COUNSELING

Every at-risk student identified has the need of individual and/or group counseling. Counseling techniques designed for serving at-risk students are to be applied in operating dropout prevention programs.

4. BASIC/REMEDIAL EDUCATION FOR AT-RISK

At-risk students often possess the characteristics of poor academic performance due to the need for basic and/or remedial education. Referral or provisions for these are essential in serving the at-risk population. The elimination of problems associated with remedial education could well eliminate the problems of the at-risk student.

5. ASSESSMENT

Assessment is a very critical factor in working with the at-risk student. A thorough assessment should be provided to students in order to provide them with appropriate counseling, instruction and referral to additional sources as appropriate.

ECIA CHAPTER 1 MINI-GRANTS

PURPOSE

The purpose of the ECIA Chapter 1 Mini-Grant initiative is to provide funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network. The programs selected must be designed to meet the special educational needs of educationally deprived children from low-income areas and children in local institutions for neglected or delinquent children.

ELIGIBILITY

A school administrative unit may submit an individual proposal or a joint proposal with one or more additional school administrative units. If an SAU submits a joint proposal as part of a consortium, the application will constitute the one project submission.

FUNDING

Funding for each Chapter 1 Mini-Grant will range from $2,000-$4,500 depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. However, new personnel, extended employment for existing personnel, or out-of-state travel for SAU staff may not be charged to the grant. Indirect cost may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for ECIA Chapter 1 Mini-Grants will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the state level. After the initial screening, a team of readers will review and rate all the proposals in accordance with established criteria. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit's (SAU's) at Summer Leadership Conferences
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposal from SAU's to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's being planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919 733-7037).

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

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Form II - Budget

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR ECIA CHAPTER 1

MINI-GRANTS

1. BASIC SKILLS (Reading, language arts, mathematics)

Students who enter school with skills far behind their peers, or those who fall far behind after entering school, may find higher standards forbidding barriers rather than positive challenges. With additional help, these students can benefit fully from the opportunities of education. These funds will help eligible students to strengthen their skills as well as assist them in attaining the State-established standards for basic skills performance. Programs are designed to provide supplementary instructional and support services to eligible students based on needs assessment data.

2. PARENTAL INVOLVEMENT

Educational research has clearly established that success in school requires active partnerships among students, parents, educators, and community who establish and cultivate a continuous dialogue. Innovative parental involvement captures the time and energy of parents and children living in very different arrangements than in the past.

To involve parents, we can help them understand and participate in the educational process of their children. Through successful parenting programs, we can help parents to acquire positive attitudes about academics and understand the value of helping their own children in school. By keeping parents informed of educational changes and choices and consequences for children, we enlist parents as partners and help them to enhance home environments conducive to learning.

A cooperative program that involves parents as partners provides the opportunity for parents to become a vital part of the educational productivity.

3. AFTER SCHOOL PROGRAMS

After-school programs that provide for supplemental instruction and/or extra-class activities should focus on the educational, social, and cultural needs of educationally deprived children and their families.

The extended-day curriculum provides for flexibility of planned activities appropriate to the emotional, physical, and intellectual levels of individual students.

4. PRE-SCHOOL PROGRAMS

Research indicates that children who have had pre-school experiences perform better in the first grade than those who have not. The early years of a child's life are the foundation upon which all skills will be built. This is a basic step toward providing readiness experiences so necessary for educationally deprived children from low-income areas. Such programs can improve student performance in school from the elementary through the secondary level. Pre-school programs foster the maximum development of students in accordance with their needs, interests, and abilities.

ECIA CHAPTER 2 MINI-GRANTS

PURPOSE

The purpose of the ECIA Chapter 2 Mini-Grant initiative is to provide funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network which address the following priorities: Basic Skills, Alternative Learning for High Risk Students, Transition from School to Working Life for Handicapped Students, Student Services, Declassified Children, Gifted Education, Alcohol and Drug Abuse Prevention/Intervention. A brief description of each priority area has been provided.

ELIGIBILITY

A school administrative unit may submit an individual proposal or a joint proposal with one or more additional school administrative units. If an SAU submits a joint proposal as part of a consortium, the application will constitute the one project submission for that SAU.

FUNDING

Funding for each Chapter 2 Mini-Grant will range from $2,000 - $4,500 depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect cost may be figured to cover some of your administrative costs.

DURATION OF PROJECTS

The funding period for ECIA Chapter 2 Mini-Grants will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the regional center. After the initial screening, a team of readers will review and rate all the proposals in accordance with established criteria. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit's (SAUs) at Summer Leadership Institute
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposal from SAU to SEA
November, 1987	SEA conducts review and rating of proposals
	ECIA Chapter 2 Advisory Committee reviews recommendations for funding
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's begin planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 (919 733-7037).

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

Cover Sheet
Narrative - Items II-V
Form I - Operational Plan
Form II - Budget
Form III - Participation of Eligible Private Schools

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR ECIA CHAPTER 2

MINI-GRANTS

1. BASIC SKILLS (Reading, language arts, writing, mathematics, science and social studies)

   All subject areas listed above are included in either the Annual or the Competency Testing Programs administered by the state. Results from these tests and those provided by local instructional personnel will reveal that many students need to strengthen their skills in these areas.

   Basic skills instruction should be correlated to the Competency Based Curriculum and the N.C. Standard Course of Study. The program should reflect a sequence and progression that ensures acquisition of the identified skills. Provisions for diagnosing a student's status related to the objectives for any of the basic skills areas should be an integral part of an instructional program.

2. ALTERNATIVE LEARNING FOR HIGH RISK STUDENTS
   This program area provides resources for services to high-risk students. The program's goal is to keep students in school. Services ranging from prevention and early intervention to remediation as well as the coordination of the services and the staff development needed to accomplish them are appropriate for adaptions. Emphasis should be placed on special curriculum, discipline, social services, counseling, and other needs of individual students and on flexible, innovative approaches to meeting those needs.

   As stipulated in the law and State Board of Education policies, students at certain grade levels will be required to show mastery of specific competencies before being promoted. If students test scores reveal any deficiencies, they will be provided an opportunity to attend summer school. School personnel (including teachers, instructional support staff, and administrators) need to consider how the curriculum content and instructional methods may be modified within the regular classrooms and the special summer school programs to benefit high risk students.

3. TRANSITION FROM SCHOOL TO WORKING LIFE FOR HANDICAPPED STUDENTS
   Educable and trainable mentally handicapped, learning disabled, emotionally handicapped, and visual/hearing impaired students need additional assistance in making the transition from school to working life. The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. With a clearer understanding of each student's capabilities and the school and community resources, better pre-vocational and job readiness training programs can be developed and implemented. These activities will enable the students to locate jobs for which they have been properly prepared.

4. STUDENT SERVICES

The increased need for student services at all levels has been fueled by greater personal, emotional, social, and educational concerns being presented by today's children and their parents. Programs that are innovative and comprehensive and which address the multiple needs of students are appropriate for adaption. Such programs may include the areas of critical thinking, counseling, guidance, problem solving, early intervention, pre-school screening and in-service for teachers. Programs that employ a combination of services and techniques are also appropriate.

5. DECLASSIFIED CHILDREN

New regulations became effective January 1, 1985 for the classification of exceptional children. Many school systems have a large number of learning disabled and gifted/talented students who no longer qualify to receive services. Teachers who are responsible for these students need assistance in preparing materials and information suitable to meet the various learning styles these children possess.

6. GIFTED EDUCATION

Projects are often developed for gifted and high ability students and can be adapted to augment existing services to identified academically gifted students in several ways. Projects that focus on (1) grade levels such as K-1 that are currently not being served, (2) content areas such as math or science that are not being served in grades 7-12, (3) topical units or ideas such as philosophy, economics or robotics that are applicable to enrichment services or content areas classes and (4) skill development activities such as critical thinking and problem-solving that are applicable to a variety of grade levels and content areas are appropriate for adaptions.

7. ALCOHOL & DRUG ABUSE PREVENTION/INTERVENTION

Services to children in the areas of comprehensive, K-12 prevention strategies, and early identification/intervention activities with students-in-trouble are the priorities for projects in this area. Prevention efforts should focus upon curriculum implementation, peer interaction, alternative programs for youth with high "sensation-seeking" needs. Intervention programs should concentrate as assessment/referral, peer helping and student assistance models, in-school suspension, etc. The ultimate objective is to reduce substance use and to keep students in school. Coordination and support of school personnel, students, parents, and community resources are critical to the success of these projects.

EXCEPTIONAL CHILDREN MINI-GRANTS

PURPOSE

The purpose of the Exceptional Children Mini-Grant initiative is to provide supplemental funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network which meets the unique needs of handicapped students.

ELIGIBILITY

A school administrative unit with an approved EHA Title VI-B project may submit an individual proposal or a joint proposal with one or more additional school units. If an SAU submits a joint proposal as part of a consortium, the application will constitute the one project submission for that SAU.

FUNDING

Funding for an Exceptional Children Mini-Grant will range from $2,000 - $4,500 per grant. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect cost may be figured to cover some of your administrative costs. The Mini-Grant will be added to the SAU's EHA Title VI-B budget through the amendment process.

DURATION OF PROJECTS

The funding period for Exceptional Children Mini-Grants will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the regional center. A team of readers will be used to independently evaluate and rate each of the applications. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit's (SAU's) at Summer Leadership Institute
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposals from SAU's to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's begin planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 (919 733-7037).

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

Cover Sheet
Narrative = Item II-V
Form I = Operational Plan
Form II = Budget

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

JOB TRAINING PARTNERSHIP ACT (JTPA) - 8%

MINI-GRANT

PURPOSE

The purpose of the JTPA Mini-Grant initiative is to provide supplemental funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network which meets the unique needs of their respective JTPA eight-percent program students. The categorical nature of JTPA funds restrict their use to eligible JTPA students. Quality instruction and services in assessment, pre-employment skills, career explanation and basic/remedial education are top priorities for this program.

ELIGIBILITY

A school administrative unit with an existing eight-percent JTPA program may submit an individual proposal. The Mini-Grant may only fund programs and services to JTPA eligible students.

FUNDING

Funding for JTPA Mini-Grants will range from $2,000-$4,500 per grant. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system not to exceed one-fourth of the total grant. Instructional materials and supplies essential for the initial training and implementation costs are to be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect cost may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for the JTPA Mini-Grant will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A selection committee will be used to independently evaluate and rate each of the applications. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines and Applications to School Administrative Unit's (SAU's) at Summer Leadership Conferences
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposal from SAU's to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SAU's of proposals selected for funding
	SAU's begin planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919 733-7037).

PROPOSAL FORMAT

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Form II - Budget

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR JTPA

MINI-GRANTS

1. ASSESSMENT

A major component of all JTPA programs is assessment. JTPA participants must be assessed and individual plans developed to reflect their needs.

Assessment should be provided to all students in order to design individual employability/educational plans and make appropriate referrals. Academic and employability assessments are required.

2. PRE-EMPLOYMENT SKILLS

JTPA students are to be provided the necessary skills and training to adequately compete in the labor market upon high school graduation. Pre-employment skills training provides students the opportunity to prepare themselves for the world of work.

3. CAREER EXPLORATION

JTPA students are to be provided the opportunity to explore careers and set realistic career goals on their individual employability/educational plan. Often students are unprepared for the career world due to the lack of preparation and education on available careers.

4. BASIC/REMEDIAL EDUCATION

The objective of JTPA programs is to prepare students for employment upon high school graduation. The demand by employers for literate workers has placed more emphasis on providing JTPA students with basic skills and referrals to remedial education should be provided as a part of the student's plan as appropriate.

MIGRANT EDUCATION MINI-GRANTS

PURPOSE

The purpose of the Migrant Education Mini-Grant initiative is to provide supplemental funds for school administrative units (SAUs) to adapt exemplary programs from the National Diffusion Network which meets the unique needs of migrant students. The categorical nature of migrant funds restricts their use to qualifying migrant students. Quality instruction and services based on individual student needs are top priorities for this program.

ELIGIBILITY

A school administrative unit with an approved migrant education project may submit an individual proposal or a joint proposal with one or more additional school administrative units. If an SAU submits a joint proposal as part of a consortium, the application will constitute the one project submission for that SAU.

FUNDING

Funding for a Migrant Education Mini-Grant will range from $2,000 - $4,500 per grant. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for SAU staff is to be paid through these grants. Indirect cost may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for Migrant Education Mini-Grants will begin December 3, 1987. The final date for obligation of any grant expenses is June 30, 1988.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A team of readers will be used to independently evaluate and rate each of the applications. Funding will be awarded based on the final ranking of all applications.

TIMELINE

July 12-18, 1987	State Education Agency (SEA) distributes Guidelines & Applications to SAU's at Summer Leadership Institute
September 29-30, 1987	Awareness Conference (Assist with preparation of proposals)
October 26, 1987	Deadline for receipt of proposal from SAU's to SEA
November, 1987	SEA conducts review and rating of proposals
December 3, 1987	SEA recommends projects to State Board of Education for funding
	SEA notifies SUA's of proposals selected for funding
	SAU's begin planning and training for adopting demonstration projects
June 15, 1988	All training completed
June 30, 1988	SAU's make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 (919 733-7037).

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

Cover Sheet
Narrative - Items II-V
Form I - Operational Plan
Form II - Budget

SEND PROPOSALS TO:
V. Alean Miller
North Carolina Facilitator Project
N.C. Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR MIGRANT EDUCATION

MINI-GRANTS

1. ACADEMIC SKILLS (Reading, language arts, mathematics, oral language and early childhood education)

A major goal of North Carolina's Migrant Education Program is to assist eligible students in attaining the State-established standards for basic skills performance. Migrant Education Projects are designed to provide special supplementary instructional and support services to migrant students based on needs assessment data. Each migrant student should have an individualized educational plan as a vital part of his school program.

2. BILINGUAL EDUCATION

Children who do not speak English or share the cultural background of other children in their classrooms face difficult and sometimes overwhelming obstacles to learning. The Bilingual Education Program offers a multi-language approach which provides learning experiences in whatever language is necessary to continue and enrich the education of the migrant child. The program should offer educational development opportunities for non-English speaking and limited English speaking migrant students by instructing them in their native languages as well as English language instruction. Cultural factors are as important as linguistic factors in educating limited English proficient students. Teachers who are successful are those who have a thorough knowledge of both the implicit and explicit aspects of their students' culture(s).

3. PARENT INVOLVEMENT

Under Chapter 1 of the Education Consolidation Improvement Act (ECIA), parents and teachers of migrant children must be provided with opportunities to contribute their views about program operation as it relates to their children's education. Parental involvement is critical to children's educational success. Parental involvement is essential to migrant education for participation offers the opportunity to help the children improve their self-concepts. Parental involvement also provides lines of communication by which needs may be identified and cooperation may be enlisted in improving performance levels of children. Parental participation serves to facilitate dissemination of information, enrich the curriculum, and further the integration of the migrant family into the community. A good parent involvement program is a "family affair."

4. MIGRANT HANDICAPPED STUDENTS

The mobility of migrant students who may cross many school districts and state lines poses perplexing problems for educators in the design and delivery of educational services. The migrant handicapped student has more problems than those associated with mobility. The barriers created by his handicapping conditions hinder his full participation in most school programs. A good migrant handicapped program should focus on at least four main areas: access to services, availability of services, appropriateness of services, and continuity of services.

5. MIGRANT YOUTH DROPOUT PREVENTION PROGRAM

When migrant youth reach 15-16 years of age, when middle American youth are thinking of proms and driver's licenses, migrants begin to think of earning a living. More than half of migrant youth drop out of school before their class graduates. Migrant dropout prevention programs should focus on the social, educational, economic and cultural issues related to migrant youth and their families. The program must provide options for educational and career decisions by migrant youth and their families. School personnel must utilize all available resources to help migrants stay in school until they graduate.

6. PRE-SCHOOL

The unique lifestyles and mobility of migrant families necessitate an educational environment responsive to the special needs of their young children. The migrant pre-school program places special emphasis on early assistance to their preschool children through experiences designed to foster the maximum development of the total child while respecting their unique needs, interests and abilities. The extended-day curriculum is responsive to the needs of migrant children by offering a balanced and flexible program of planned activities appropriate to the children's social, emotional, physical, and intellectual levels.

FORMAT FOR PREPARATION OF PROPOSALS

PROPOSAL PREPARATION

ALL PROPOSALS MUST NOT EXCEED FIVE (5) DOUBLE SPACED PAGES WHICH ADDRESS ITEMS TWO (II) THROUGH FIVE (V) LISTED BELOW. AN EXPLANATION FOR THE BUDGET SHOULD BE SHOWN AT THE BOTTOM OF THE BUDGET PAGE. ONLY THE ECIA CHAPTER 1, ECIA CHAPTER 2, AND MIGRANT APPLICATIONS SHOULD INCLUDE THE APPENDIX FOR PRIVATE SCHOOL PARTICIPATION.

I. Cover Sheet

- Must be signed by the superintendent.

II. Program Abstract/Statement of Need

- Provide a brief abstract of the proposed program
- Describe and substantiate the local and/or state need(s) which the program will address.

III. Implementation

- Describe how the proposed adaption will address your identified need(s).
- Describe the services that will be provided by the demonstration program (i.e., training materials, evaluation, follow-up).
- Identify the person who will coordinate the program and that person's major area(s) of responsibility.
- Use Form I to prepare an operational plan for the program.

IV. Anticipated Benefits/Results

- Provide a statement on the anticipated benefits for participants in the program.

V. Dissemination

- Explain how the results of the adaption will be shared within the SAU and the region and with other SAUs across the State.

VI. Budget

- Use Form II to prepare an estimated budget.

  This budget should reflect only those funds necessary for initial training, staff development, and essential materials and supplies required to implement the program.

VII. Appendix: Private School Participation (Form III)

(For ECIA Chapter 1, ECIA Chapter 2 and Migrant Proposals Only)

REMINDER: Private schools within the SAU boundary are to be contacted during initial planning for participation.

APPLICATION FOR MINI-GRANT

NAME & ADDRESS
SCHOOL ADMINISTRATIVE UNIT

NUMBER OF EDUCATIONAL DISTRICT 1 2 3 4 5 6 7 8

CONTACT PERSON: TELEPHONE:

NAME OF (NDN) DEMONSTRATION PROJECT

_____

TOTAL BUDGET REQUEST

$ _____

NUMBERS TO BE TRAINED

TEACHERS _____

ADMINISTRATORS _____

OTHERS _____

STUDENTS TO BE SERVED:
List grade(s) and number to be served at each grade(s).

NAME OF SCHOOL(S) WHERE PROGRAM WILL BE IMPLEMENTED:

_____

_____

IF PROJECT IS MULTI-UNIT, IDENTIFY THE OTHER PARTICIPATING SAU'S:

_____

_____

_____

SOURCE OF FUNDING FOR THIS REQUEST

CHILD NUTRITION	[ ]	EXCEPTIONAL CHILDREN	[ ]
DROPOUT PREVENTION	[ ]	JTPA	[ ]
ECIA CHAPTER 1	[ ]	MIGRANT EDUCATION	[ ]
ECIA CHAPTER 2	[ ]		

SUPERINTENDENT'S SIGNATURE _____

OPERATIONAL PLAN

SAU: _____ DATE _____

SCHOOL(S) IMPLEMENTING: _____

_____

GOALS/OBJECTIVES:

RESPONSIBILITY:

TIMELINES:

EVALUATION PROCEDURES:

FORM II

BUDGET REQUEST
FOR
MINI-GRANT

STAFF DEVELOPMENT	$
SOCIAL SECURITY	
CONSULTANT FEES	
TRAVEL	
INSTRUCTIONAL MATERIALS & SUPPLIES	
INDIRECT COST	
TOTAL	$

Explanation for Requested Budget:

FORM III

ECIA CHAPTER 1, ECIA CHAPTER 2, & MIGRANT

PRIVATE SCHOOL PARTICIPATION

Complete this form if there are eligible private schools within the SAU boundary that wish to participate.

1. NAME OF SCHOOL	NUMBER OF STAFF TO BE SERVED	NUMBER OF STUDENTS TO BE SERVED

2. Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

3. Describe how eligible non-public school students and staff will be served in the proposed project.

SCHOOL ADMINISTRATIVE UNIT RESPONSIBILITIES

. Collect basic pre and post test data as specified or required by the Developer/Demonstrator project.

. Complete an End-of-Year Report to be returned to the NDN State Coordinator.

. Notify State Coordinator of all program training dates and training sites or changes as soon as they are established.

. Notify State Coordinator of proposed budget revisions.

. Notify State Coordinator of proposed changes in program implementation.

. Share with the State Coordinator a copy of all contractual agreements with Developer/Demonstrator.

STATE EDUCATION AGENCY RESPONSIBILITIES

. Technical assistance will be provided utilizing the NDN State Coordinator, Project Developer Demonstrators, and Regional Center Consultants.

. Coordinate trainings with different SAU to keep training costs down.

. Communicate with Developer/Demonstrators to see that SAUs get reasonable training rates to implement the program.

END-OF-YEAR REPORT FOR ADAPTOR PROJECTS

SECTION I

NAME OF SCHOOL UNIT _____

NDN PROGRAM _____ FUNDING SOURCE _____

PERSON COMPLETING FORM _____ POSITION _____

DATE _____

DIRECTIONS: Use the scale below to rate each item.

1 - Clearly above expectation

2 - Somewhat above expectation

3 - As expected

4 - Below expectation

5 - Clearly below expectation

1. We had sufficient information to make a wise decision in selecting a program to meet our needs.

   1 2 3 4 5

2. Based on the objectives of the validated program, student changes have occurred as anticipated.

   1 2 3 4 5

3. Implementation of the program enhanced the professional competence of teachers and/or administrators.

   1 2 3 4 5

4. Local personnel have been supportive.

   1 2 3 4 5

5. Effective activities were conducted to train staff.

   1 2 3 4 5

6. The demonstration site has provided good support and follow-up.

   1 2 3 4 5

7. The State Facilitator has been helpful and responsive.

   1 2 3 4 5

SECTION II

DIRECTIONS: Briefly address the following. Attach additional pages if needed.

. Describe the special benefits gained from implementing the program.

. Describe specific difficulties encountered in implementing the program.

. Describe plans for continuing the program.

. General Comments:

SAMPLE GRANTS

The attached Sample Grant Proposals may be used as a reference as you prepare your proposal. These proposals are SAMPLES ONLY and are not intended to promote the actual program.

Item II. • Project Starwalk is an elementary science project which addresses specific concepts and competencies for grades 3 and 5 in the area of earth/space science. Through its differentiated instructional levels, Starwalk presents lessons which are designed to improve knowledge of earth/space concepts related to seasons, distance weather and time. Activities for Starwalk include mobile planetarium experiences, onsite planetarium visits multi-sensory experiences in observing, graphing and predicting.

• Prerequisite skills for the study of earth science, astronomy or physics require an understanding of the basic concepts related to time, seasons, space, motion and weather. The process skills identified by the National Science Teachers Association, National Science Foundation and the North Carolina State Science Curriculum are critical for the achievement of goals specified through the N.C. Course of Study. Included in the Course of Study are specific objectives related to space, time, weather and seasons. Project Starwalk integrates both the process skills and content knowledge related to the identified objectives for the 3rd and 5th grade science curriculum. These particular objectives are insufficiently covered in the textbooks and in fact, would be process limited if taught through a text alone.

Item III • ___ County initiated a science curriculum study two years ago. This study included the establishment of a science curriculum team whose responsibility it was/and is to participate in science in-service, textbook reviews, project evaluation, course and material

correlations. In May of 1986, the team met to review the development of the elementary science program. State objectives were identified and available materials to teach those objectives were correlated by skill, concept and process. An updated needs assessment was conducted identifying specific areas needing strengthening as well as areas needing materials, equipment and other resources. Earth/Space science was an identified area, both for lack of available "current" material, as well as local opportunities for on-site visitations. Starwalk would provide resources which could be utilized within the county as well as opportunities outside this geographically remote county.

- Services available through this project would be staff development for the teachers of grades 3 and 5. Follow-up services on the part of the supervisor and principals would also be provided. Necessary materials needed to implement the project would be provided. An evaluation component would be included for this area of study.

- The coordinator of the program will be _____ . Elementary Supervisor (K-8). _____ is a general supervisor and has responsibility for all the basic curriculum areas. __ will facilitate acquisition of necessary materials, establishment of a time line, coordination of teacher training and follow-up.

Item IV. • It would be anticipated that the students in __ County would benefit from project Starwalk by demonstrating through test results, class participation, interest in science, and achievement in conceptual understanding of earth/space objectives. It is through the exposure of today's technology that we will instill a quest for knowledge in space and the future.

Item V. • Dissemination - This project will be implemented in all the elementary schools with third and fifth grades. The results will be shared with our other staff members and parents. We will provide information through the regional network and make available this project for visitors if there is an interest in that for this part of the state.

ECIA CHAPTER 2

PRIVATE SCHOOL PARTICIPATION

Complete this form if there are eligible private schools within the LEA boundary that wish to participate.

NAME OF SCHOOL	NUMBER OF STAFF TO BE SERVED	NUMBER OF STUDENTS TO BE SERVED
Church Academy	1	10

Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

Following contacts, one school wished to participate and it was decided that the instructional material would be made available for copying for the school and that project equipment, such as the mobile planetarium, be shared.

Describe how eligible non-public school students and staff will be served in the proposed project.

stated above.

OPERATIONAL PLAN

LEA: County DATE: 10/8/86

SCHOOL(S) IMPLEMENTING: ___ Elementary School, ____ School, ____ School

GOALS & OBJECTIVES	RESPONSIBILITY	TIMELINES	EVALUATION PROCEDURES
a. To acquire a knowledge of earth/space science concepts	Teachers & students	Spring '87	Domain referenced test in project
b. To increase basic skills in the area of elementary level science education	Teaching staff	Spring '87	Local testing State test Teacher feedback from classroom experiences Starwalk - Evaluation
c. To provide materials/resources in science education in areas in which we do not have adequate materials.	Elementary Supervisor	Spring '87	Assessment of materials based on current inventory.
d. To create a package of material in the area of astronomy and space science which can be shared among our 3 elementary schools.	Elementary Supervisor	Spring '87	

FORM I

BUDGET REQUEST

FOR

MINI-GRANT

A. STAFF DEVELOPMENT	$ 1000.00
B. SOCIAL SECURITY	100.00
C. CONSULTANT FEES	-0-
D. TRAVEL	800.00
E. INSTRUCTIONAL MATERIALS & SUPPLIES	2000.00
F. INDIRECT COST	-0-
TOTAL	$ 3900.00

A. Staff development expenses will cover substitutes for approx. 18 teachers to participate in the training for Starwalk.

D. For students in grades 3 and 5 to participate in one field trip to a planetarium at UNC-Chapel Hill, N.C. (200 miles roundtrip) approx. $500.00 will be needed.

E. The availability of a planetarium model is necessary for the implementation of this project; therefore, one model at approximately $1000.00 will be purchased to share in the schools, along with the project packet, binoculars, charts, maps and a telescope all totalling $2000.00. Please remember that — County is located at least 200 miles from any planetarium and this project was developed at a site which had regular use of a planetarium; therefore for us, a mobile planetarium is essential.

ECIA CHAPTER 2 MINI-GRANT PROPOSAL

I. Program Abstract and Statement of Need

Books & Beyond is a reading incentive program in which students chart recreational reading progress along a course displayed on a bulletin board. The main focus of the program is a school wide Read-A-Thon. Students read books at home and at school, record number of pages and types of books read, chart progress along the course, and are awarded a gold medal at an end of the year ceremony. An integral part of the program is the television viewing curriculum. Students throughout the program monitor and chart their TV viewing thus gaining an awareness of the time they spend watching TV and becoming discriminate viewers.

The staff of the ___ County Schools is concerned about the amount of time students spend in recreational reading. We believe that we can increase the reading skills and abilities of our students by increasing the amount of time they spend in reacreational reading. We are also concerned about the time students spend watching TV and would like to decrease indiscriminate TV viewing. We feel that this program will address these needs.

II. Implementation

This is a highly motivating program with success oriented reading incentive strategies. Thus, we feel that it will produce long lasting behavioral changes in our students with regard to their recreational reading. Success for each individual student is assured because the

program is self-paced and allows for individual differences. Through parent education and student self-monitoring techniques, our students will become more aware of their TV viewing habits and learn to become more discriminate TV viewers.

Services to be provided for this program include training, materials, and follow-up assistance. A comprehensive in-service program will help teachers to become aware of the affects of increased recreational reading and excessive TV viewing on students. They will be taught strategies to use in helping students learn to self-monitor TV viewing and increase their recreational reading. Feedback will be provided to insure that teachers are aware of how to successfully implement the program. Follow-up and technical assistance will be provided to allow for continuous evaluation and modification of program elements to meet individual needs. Materials provided include project manuals which provide information and materials needed for successful implementation of this program, duplication and art materials, student awards, and a variety of books.

This project will be coordinated by _____ , Federal Programs Director. At the elementary school level, her major areas of responsibility include the administration and supervision of the Chapter I reading and math programs and the Migrant Education program.

III. Anticipated Benefits and Results

We anticipate many positive student benefits from this program. These include increased enjoyment of and positive attitudes toward reading, improved reading skills, increased recreational reading, a decrease

in indiscriminate television viewing and an increase in family-home reading time.

IV. Dissemination

The results of our adaption of this project will be shared with other schools in our district through demonstration and presentations. We will also be most willing to share our results with other LEAs in our region and across the state.

OPERATIONAL PLAN

LEA: ___ County Schools DATE: October 20, 1986

SCHOOL(S) IMPLEMENTING: _____ and _____ Elementary

GOALS & OBJECTIVES	RESPONSIBILITY	TIMELINES	EVALUATION PROCEDURES
1. To increase students' time spent in recreational reading activities.	School Staff	5 months	Pre and post surveys
2. To teach students to be more discriminate TV viewers.	School Staff	5 months	Pre and post surveys
3. To foster an increased positive attitude toward reading by students.	School Staff	5 months	Pre and post surveys Teacher observations
4. To provide a comprehensive in-service program to insure teachers' successful implementation of program.	NDN Project Director	January, 1987	Attendance at training activities

FORM I

BUDGET REQUEST
FOR
MINI-GRANT

STAFF DEVELOPMENT	$ 104.00
SOCIAL SECURITY	10.00
CONSULTANT FEES	100.00
TRAVEL	104.50
INSTRUCTIONAL MATERIALS & SUPPLIES	4,071.50
INDIRECT COST	110.00
TOTAL	$ 4,500.00

Explanation for Requested Budget:

This budget includes requests for travel and fees for a consultant, substitutes for teachers attending training, project manuals, bulletin board and recordkeeping materials, student awards, and paperback books.

N/A

ECIA CHAPTER 2

Private School Participation
Form III

Complete this form if there are eligible private schools within the LEA boundary that wish to participate.

1. Name of School | Staff to be Served | Students to be Served

2. Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

3. Describe how eligible non-public school students and staff will be served in the proposed project.